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ABSTRACT

Options are suggested for using and expanding upon the RMC models for evaluating the effectiveness of Title I mastery learning programs with planned high turnover of students. Examples are given of uses of the diagnostic and reporting systems for program planning and decision making. It is suggested that consideration be given to: (1) determining who to pretest and posttest; (2) whose scores to report; and (3) determining whether the data which are collected represent the program. Suggestions are also made for answering two additional questions related to mastery programs: whether mainstreamed students maintain their achievement, and the program's impact on students who are not mainstreamed. Procedures are recommended for evaluating mainstreamed students: student profiles; skills testing; normed achievement tests; records of mainstreamed students referred back to Title I programs; and comparison of students' grades before and after Title I program participation. To determine program impact on non-mainstreamed students, suggestions are made for using student profiles and attendance records. To document what occurs within the program, studies of time allocation and descriptions of instructional activities through self reports and observations are recommended. (Sample student and class profiles, based upon the Alaska Instructional Diagnostic System (AIDS), are appended.) (MH)

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WHEN YOU DON'T PLAN TO BE THERE LONG:

EVALUATING TITLE I MASTERY LEARNING PROGRAMS

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DRAFT

WHEN YOU DON'T PLAN TO BE THERE LONG:
EVALUATING TITLE I MASTERY LEARNING PROGRAMS

In today's transient society, "move" is the keynote word. Many people are routinely transferred from one place to another as part of their jobs. Others simply move because they become bored, feel too settled or are ready to "move up." The children in these families might simply rent their desks at school, some of them are there for so short a time. But even students who remain in the same school may find themselves whisked into and out of special programs within a short time span. These latter students are the primary concern of this paper.

Many Title I projects, ranging from highly structured intensive tutoring programs to exploratory reading programs, are based on a mastery learning model. These programs generally define specific student skills to be attained and provide training to help students reach established skill levels before returning them to the regular school program. Mastery projects are usually designed to bring students into the Title I program, correct deficiencies, and then mainstream them as quickly as possible. It is not unusual, therefore, to have more than 150 percent student turnover in these programs during a school year.

Directors of mastery programs face several problems in evaluating their programs. They must first identify an evaluation model which is feasible within their particular school district. (For information on the evaluation models see Tallmadge & Wood, 1978.) Many districts have too few Title I students per grade to consider using Model C, the special

regression design. In other districts, no suitable control group is available for Model B, the experimental/control group design. Therefore, districts often must adopt Model A, the norm-referenced design, for use with their programs. Once an evaluation model is selected, further problems ensue, including how to obtain results representative of the project and when to test students.

In this paper we suggest options for using and expanding upon the evaluation models to assess the effectiveness of mastery learning programs. The options are based upon two assumptions:

> Mastery programs are designed to teach to an identified criterion and then return students to their regular school program.
>
> Title I students who have been in mastery programs are expected to maintain their Title I achievement throughout the school year, regardless of when they return to the regular school program.

Given these assumptions, the present paper first comments on how the USOE evaluation models are used to evaluate planned high turnover programs. Second, ways to use built-in diagnostic and reporting systems for program planning and decision making are discussed and illustrated.

THE EVALUATION MODELS AND MASTERY PROGRAMS

The three USOE evaluation models all require that students be pretested (and posttested) at the same time* and that only students with pre- and posttest data be reported. For mastery programs these two constraints run counter to past evaluation procedures. Students have typically been pretested as they entered the program and posttested when they left. Had prespecified pretest and posttest dates been used, very

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*For Model A testing must occur at the times when publishers administered the test being used to representative samples of students.

few students would have been in the program at both times. Thus, few mastery programs would be able to use past evaluation procedures and still obtain evaluation data which truly reflected the program.

Who to Pretest and Posttest

The key issue in using the new evaluation models is that students must be pre- and posttested together. In order to produce representative program impact data, then all potential Title I students should take the pretest and all past Title I students should take the posttest.

Posttesting causes fewer problems than pretesting. Title I staff need only keep track of all students throughout the year and arrange to have them posttested at the same time as other Title I students. Since these students are still in the same school, pulling them out for an hour or half-hour of testing requires administrative cooperation (and possibly extra testing time), but little more.

Determining who to pretest can be problematical, at least with Models A and B. (For Model C, where all potential Title I students should be given the pretest/selection test, there is no problem.) The maximum number of potential Title I students should be pretested. This is most likely if the following steps are followed: (a) In planning for a Model A or B evaluation, project personnel examine information from previous years to estimate the number of students generally served by the program during a year; (b) Title I staff then use a selection procedure to identify and rank-order potential Title I students; (c) All students participating in Title I during the year are pretested at the same time. Thus, students entering the program immediately and students expected to

participate in the program later in the school year, plus a few students who may never enter the program (because the number of students receiving services was overestimated), are all pretested.

Whose Scores to Report

Because mastery programs retain some students for such a short time, deciding whose data to report can be difficult. Reporting the scores of all students pre- and posttested may be inappropriate. Program personnel should establish criteria to identify: (a) students who were in the program for an extremely short time due to inappropriate selection and (b) students who entered the program shortly before the posttest was given. While these students may be posttested, their data should not be included in the evaluation.

Some possible criteria for eliminating students from the evaluation report are listed below. The criteria should be fairly stringent. Any errors made should probably lean towards including rather than excluding student data.

Misidentified Students

- Students who showed no weaknesses on diagnostic testing following student selection
- Students who needed remediation in less than three target skills
- Students who participated in the program for fewer than ___ sessions (staff members would decide on an appropriate number of sessions)

New end-of-year Students

- Students who participated in the program for fewer than ___ sessions (staff members would decide on an appropriate number)
- Students in the program less than two-thirds of the time that the average student was in the program
- Students in the program less than two-thirds of the minimum time any "graduated" student was in the program.

The pre- and posttest data will be analyzed following regular model procedures.

Check if Data Represent the Program

Because of the high student turnover, there is a potential problem in including in the evaluation too many students new to the program. These students have not received enough of the program to show the effectiveness of the total treatment. We suggest counting the current Title I students included in the evaluation report who have been in the project less than two-thirds of the average time all students are in the program. If the total is more than one-third of the number of students included in the report, the data may not be representative of the total.

The usefulness and validity of the evaluation results rest, of course, on the second assumption listed in the beginning of this paper. That is, students in the program for two months--for example, October and November--would be expected to maintain any program gains from the time they left the program to the end of the school year. Methods for checking this assumption are suggested in the next section.

OTHER IMPACT QUESTIONS

The federal Title I evaluation data answers, in effect, one very specific question: "What is the effect of the Title I program on students who receive a substantial amount of the program? (Specifically, what is the effect over 6 to 12 months?)" For most Title I programs, this reflects a key inquiry about program effects.

In mastery programs, however, the results of the federal evaluation provide only one part of the picture. Two other basic impact questions remain: Do students mainstreamed into the regular school program maintain their achievement level? What effect does the program have on students who are not mainstreamed? Let us consider several ways of answering each of these questions.

Do Mainstreamed Students Maintain Their Achievement?

As we mentioned earlier, mastery programs appear to assume that once students leave the program they will continue to operate at a satisfactory level within the regular school program. This assumption can easily be checked. The results of the check may be used both to interpret the results of the mandated evaluation and to revise the Title I program.

Essentially, any study of the assumption that students maintain their Title I skills requires a measure of student achievement when leaving the program and at one or more later times. The achievement measure may vary, depending upon the resources already built into the Title I program.

Using student profiles. A number of mastery programs continuously record specific skills students have mastered during the program. Either

skills tests or teacher observations may be consistently applied to check student mastery. If such records are kept, then a profile of each Title I student leaving the program is available. With such programs, another profile for each student should be developed at either the posttest time or the end of the school year. The profile is best developed by the Title I teacher by pulling the student back to the Title I program for one or two "follow-up" days. These days are applied, first, to develop the end-of-year profile and, second, to remediate any skill loss. The in-program and follow-up profiles for each student can then be compared. The number of skills mastered during the program, number of (those) skills retained in the regular program and number of new skills learned in the regular program are computed. The percent of skills mastered in Title I that are retained at the end of the year should be examined as a measure of sustained effects. This information relates to both the interpretation of mandated Title I data and to program revision. If students lose ground once they return to regular schooling, the data reported to USOE reflects an attenuated program impact which may appear smaller than the impact of year-long Title I programs. A drop off in student skills should also, however, signal a need to revise the program so students maintain the effects of the project. Additionally, program staff should isolate skills which many students forget to determine: (a) the importance of the skill and (b) whether methods for teaching those skills should be revised. The number of new skills should also be examined, since students would be expected to learn new information once they are returned to the regular school program.

An example of how student profiles can be used to assess impact is included in Appendix A.

Using a skills test. Some mastery programs, while not continuously checking student mastery of objectives, use a skills test or check at the beginning of the program to identify student needs. The test usually involves several items or observations related to each skill. As students leave the Title I program, they could be given the test (or an alternate form) to identify the skills they have mastered. At the end of the year, the same "follow-up" procedure is applied as when student profiles are kept, and the same types of analyses are conducted.

Skills tests may be an integral part of the Title I curriculum, separately purchased from a publishing company, or locally developed. The tests should, however, have several observations or items for each skill and measure skills directly relevant to the Title I program.

Using normed achievement tests. Some mastery programs may wish to develop student follow-up data but do not include a test as an integral part of the Title I program. In this case, the normal pretest and posttest can be employed. In essence, the pretest measures entry student achievement on skills covered by the test.* As students leave the program, they take an alternate form of the test (from the pretest) and a profile of mastered skills would be developed. The formal posttest is used to create a follow-up profile. The same basic questions would be asked as have already been cited.

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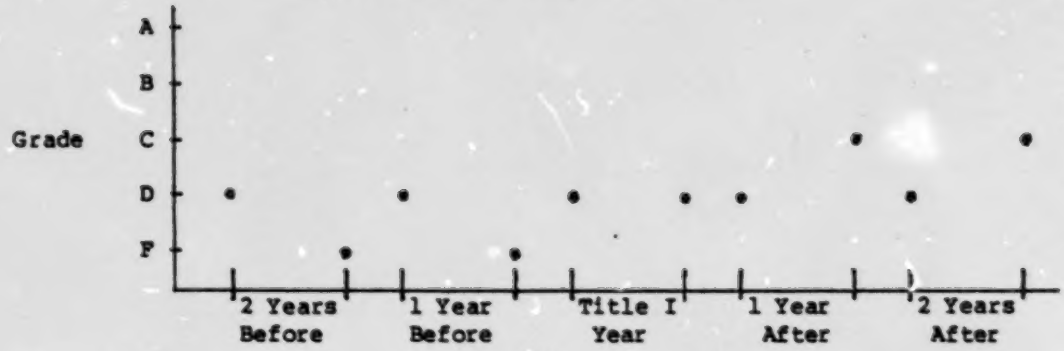
*Many achievement tests provide objective-referenced reports which could be used to develop a student profile. Where this is not the case, publishers' content specifications might be useful for defining discrete skills. Or teachers may review the test in light of program (or district) objectives and classify items. Objectives measured by more than three items might be used to develop a student profile.

A further measure of whether or not Title I students maintain their gains is available through the follow-up measure specified in the proposed Title I regulations. As of this writing, the follow-up requirement could be met through any of the above procedures. Thus, a further check on students' skill maintenance is available--although the check would not occur within the same school year as the Title I project. It could, however, be used to observe the effectiveness of the Title I program in increasing or maintaining skills across the summer (in programs with fall-to-spring or spring-to-spring testing cycles).

Other methods. Two additional methods for assessing whether mainstreamed students maintain their achievement levels make use of available school records. One is to keep track of mainstreamed students who are again referred to Title I or remedial programs. A table (see Appendix B) can be used to document the number of students in each grade in Title I, the number mainstreamed and the number re-referred to the program (or other remedial programs) during the following several years. With this system it is critical to analyze why children are re-referred to the program, so that program revision can alleviate any consistent problems.

Records of students' grades before and after participation in Title I may provide a minimal indication of the effects of the program. For each child, a graph of the grades for one to two years before participating in Title I, during Title I and one to two years after Title I is developed. A sample graph, based on semester grades, is shown in Figure 1.

Figure 1
Plot of English (Semester) Grades



If the student is in Title I for more than one year, then grades for several Title I years would be graphed. In general, student graphs should show an upward trend during Title I and a maintenance or upward trend after Title I. If an upward trend during Title I begins to reverse once the child graduates from the program, an analysis of reading problems which students face in later grades is required and revision in the Title I program may be necessary. This process assumes that students are not re-referred to Title I.

What is the Program Impact on Students Who are Not Mainstreamed?

We have just illustrated several ways to assess the immediate and long-term impact of a Title I project on students mainstreamed back into the regular school program. But it is equally important to assess the effect of Title I on students who remain in the program. Such assessment answers several questions: Is there a core of long-term Title I students? If so, is the project really effective with these children? Do all students show the same learning trends? Do students in the

program remember what they learn? Are students learning the expected skills?

Students enter the program with different skill levels and needs. Some children need only a short time in the program to remediate their problems. Others need a great deal of attention and help. In addition, students enter the program at different times. These two conditions, different entry skills and entry times, must both be accounted for in evaluating project effects.

Using student profiles. One question can be asked regardless of the above conditions: Are students learning relatively the same skills in relatively the same order? This question is only important in a program in which certain skills or sets of skills are supposed to be learned before going on to other skills. An answer to this question requires some type of student skill profile or entry and end-of-year skills-based test. A matrix can then be developed listing skills across the top (in the order they are expected to be learned) and students down the side. One mark (e.g., "X" or "O") or one color of pen indicates students' skills upon entry to the program. A different mark indicates skills students show at the end of the school year. Examination of the matrix should indicate:

Skills which are not taught in the program

Patterns of skill acquisition which may be common across all students or common across students with approximately the same entry levels

Patterns of skill acquisition for students graduating from the program—and the similarity of this pattern to those of other students

Entry skill patterns for students who graduate from the program, students in the program for the entire year and students brought into the program at mid-year and remaining in the program

A matrix is simple to employ with a program with clearly defined objectives and procedures for checking mastery of objectives. In a program where skill attainment is continuously monitored, definite patterns of skill acquisition can be determined. In other programs, entry and exit tests (or observations) will only allow staff to infer patterns of skill acquisition.

An example of the use of student profiles to assess project impact is included in Appendix A.

Using attendance records. Another measure of the impact of the program requires attendance records. Over several years the number of days of attendance for each child prior to graduation should be maintained. The records can be used to answer the following questions:

What is the average number of attendance days for graduating students since their entry to the program (this may cover more than one year)?

Do students who take considerably longer than the average have different entry skills, attendance records or other characteristics that require special attention?

Is there a core of students who are continually in the program? (If so, why? Should the program for these students be revised?)

Do all students take relatively the same number of days in the project, so that actual time in the project relates directly to attendance?

Answers to the above questions allow staff to decide whether they have several different groups of children--and whether the program should be modified for these groups. They also permit staff to start isolating the effects of attendance on student skills.

PROGRAM DESCRIPTION

The impact information gathered above provides evidence concerning the overall effectiveness of the program in terms of its instructional goals. Another major aspect of any evaluation includes documentation of what actually happened in the program. The documentation includes two basic types of information: (a) what instructional activities occurred (and did they match what was supposed to occur) and (b) how time was spent. These pieces of information are crucial in deciding how to revise a program should the impact evaluation detect a problem, costs need to be reduced or the program need revision for other reasons.

How is Time Spent?

Allocation of time can be examined from two perspectives, instructor or student. Both perspectives are critical. They may also be examined at various levels. For example, the instructor's time may be broken down into several gross levels such as student selection, diagnosis, teaching, planning and administration. Or each category above might be broken into many subcategories. Teaching, for instance, might be categorized in terms of the number of students taught at one time, types of instructional materials used or types of instructional activities. Decisions concerning the information most needed about the project should be made early. Otherwise the record keeping can easily become unmanageable. Sample categories for keeping track of instructor time are shown in Appendix C.

Student time, likewise, can be described a number of ways. Gross categories might include: not attending; working individually on

assigned or selected tasks; working with a group of students; interacting with instructor(s); taking a test. Again, general categories could be subdivided into types of instructional activities. Several sample categorization schemes are included in Appendix D.

Self-reports. Once the categories of interest have been established there are two basic methods for collecting data--self-report and observation. With self-reports, the instructors or students are asked to record the way they spent their time on a daily or weekly basis. (A sample self-report form is included in Appendix E). Self-reports may ask for the number of minutes or percent of time spent in each category. Respondents may complete the forms for the entire length of the program or may be asked to report only for selected periods (e.g., every third week).

When self-reports are used, the categories on the form must be very clearly defined. Respondents must also have some motivation for completing the forms. They must have no reason to fear results from accurately completing them.

If self-reports are used, we recommend that people record their activities each day. This would provide more accurate data than a weekly accounting. In addition, we suggest sampling time periods. For example, instructors might record their activities only for certain periods or hours. A sample of students, rather than all students, might be asked to record their time.

Self-reports are fairly easy and cheap to collect. On the other hand, their accuracy may be suspect. Students forced to complete the reports may fill them in at random. Teachers may bias their reports by

writing in how they felt they should have spent the time rather than how they spent it. Because of the validity problem, observations are often used in conjunction with or instead of self-reports.

Observations. Observations require a person who watches and records the behaviors of teachers or students. Generally, an observation schedule is developed. The schedule lists the categories and sets up a system for indicating the amount of time spent in each category. (See Appendix F for a sample.) At least one major compendium of observation instruments (Simon and Boyer, 1967) and a guide for developers and users of observation systems (Herbert and Attridge, 1975) have been developed.

Two common types of observation plans are used. In one type, the observer simply tallies the number of times the person observed engaged in activities relating to each category over a specific length of time (e.g., a 3-minute interval, a class period, etc.). In the other type of plan, the observer records the actual amount of time that the person being observed engaged in each activity. Both types of observation allow a judgment concerning the occurrence of the different types of activities. The observation that records actual time spent in activities provides more precise information, but is also more difficult.

In some cases Title I directors could observe the activities of teachers, aides or students. Teachers could observe aides or students. Aides might observe students or teachers.

Like self-reports, observations are not necessary for a full day every day. Representative classes might be observed. Or observations may occur once a week, on rotating days, or once every several weeks for

a full week. The number of observations and particular times for observation will vary depending upon the intent of the observation.

What Instructional Activities Occurred?

Documentation of how time is spent allows for decisions concerning program management and needs for staff training. Documentation of instructional activities allows for a comparison between the intended program and the actual program. If a project is developed to lead students through a specific set of instructional activities, it is important to check whether those activities occurred. Otherwise, poor impact evaluation results may lead to program revision when better implementation of the existing program is really required.

Like time allocation, instructional activities can be documented through self-report and observation. Existing program records such as teacher lesson plans and student worksheets also offer strong documentation of activities.

Again, Title I staff need to spend time isolating critical instructional activities. Otherwise the information collected may be overwhelming. Assuming that a limited number of activities are selected, then a chart can be developed for marking off the instruction as it occurs (see Appendix G). For example, a Title I teacher may be expected to lead students through a math game similar to ones they will later do on their own. This activity might be important because it is used for diagnosis and also helps students know how to individually work on the later games. A teacher lesson plan may be used to indicate that that activity occurred. Student responses to the game would also

document the activity. Or the teacher might be asked to check off the activity on a chart and write in the date it occurred.

Some instructional activities require specific teacher behaviors, such as use of inferential questions or a large number of positively reinforcing behaviors. For activities like this, observation may be needed to determine if the teacher conducted the activity properly. For example, aides in a structured tutoring project might be observed several times during the year to be sure they follow proper tutoring procedures. This type of observation allows for immediate staff feedback or training if problems are noted. It also may be used to describe different classes and as a basis for forming hypotheses concerning differing student growth in the different classes.

CONCLUSION

This paper has demonstrated that the USOE evaluation models can easily be applied to mastery programs that anticipate planned high turnover. However, more importantly, we have shown a number of ways that the information which is routinely collected in many such programs can be used to improve programs and answer various questions about the impact of the program on Title I students. We have by no means presented an exhaustive list; but we hope that the ideas presented here will be the spark that ignites program people to systematically examine information about the children who don't plan to be there long in order to improve their chances for success while they are there.

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APPENDIX A

A Sample Use of Student and Class Profiles to Assess Program Impact

The Title I reading project in Wilson Elementary School focuses on the development of reading skills in 3rd, 4th and 5th graders. The project consists of a reading resource lab staffed by a Title I teacher and one full-time aide, both .8 FTE. Students are scheduled into the resource room for approximately one-half hour per day, where they work on projects in small groups. Instruction is based on an individual analysis of each student's needs, although the instruction may involve groupings of objectives and students may work on several objectives at the same time. In general, ten students work in the room and interact with the teacher on an individual basis.

The program, based on a mastery learning model, has the following basic objectives. As a result of program participation, target students will demonstrate improved reading and language skills:

1. Target students will show an increase in overall reading skills as demonstrated by an increase of two reading book levels during the project year.
2. Target students will show improved reading comprehension skills as demonstrated by an average gain of ten standard scores (NCEs) above their expected score without Title I. The reading comprehension subtest of the Comprehensive Achievement Battery will be used to measure reading skills.

In order to reach these goals, specific learning objectives were developed. The Title I staff then examined a number of testing programs

for their fit to the instructional objectives. They finally decided upon the Alaska Instructional Diagnostic System (AIDS) (1977), which measured all of their objectives plus others. This system includes a skills survey test, used for initial diagnosis of student needs, and separate tests for each skill covered by AIDS. The separate skills tests were used to check students' mastery of: (a) skills rated as "questionable competence" on the diagnostic survey and (b) objectives mastered during the project. A profile of the student's entry skills and progress during the project was kept in each student's file. A sample profile for Mary Phillips is shown in Figures 1-4. Students were rated only on skills which reflected program objectives. Other skills are crossed out on the profile sheet. In the "Competency" column, the left side indicates the results of initial testing. The right side contains a "+" if the student has mastered the skill during instruction.

Student profiles were also transferred to a class profile, which the Title I teacher used to monitor overall progress. The class profile (Figures 6-8) was updated regularly. On the student profiles, a "+" indicates students' skills when entering the program. A "✓" indicates skills mastered during instruction.

In accordance with suggestions in this paper, all students, including those who had graduated from the program, again took the survey test in May. (Objectives rated as "questionable competence" were retested on skills tests.) Using the results of the testing, a second class profile was developed. This follow-up profile is included in Figures 9-12.

The Title I teacher used the class profiles to answer four program questions. Each question is listed below, along with the pertinent information culled from the profiles.

Do Mainstreamed Students Maintain Their Achievement?

Ten of the students mastered all program objectives and were mainstreamed back into the regular school program. (The students were Tom, Felipe, Betty, Roosevelt, Janice, Adrian, Seth, Chris, Alice and Jeff.) On the follow-up test four of the students had still mastered all of the objectives. Six of the students did not master some of the comprehension objectives. Combining this evidence with other information about the program, the teacher decided to strengthen the comprehension component of the program. The teacher also checked test results of the evaluation reported to the state. The same trend appeared on the test--that is, mainstreamed students missed only comprehension questions. The teacher made a mental note that the NCE gains reported to the state reflected some skill attrition and may be lower than other projects' NCE gains.

Do Students Still in the Program Maintain Learned Skills?

The teacher compared the in-class and follow-up profiles of students still in the Title I class at the end of the year. With several exceptions, the students generally showed mastery of the phonetics, structural analysis and vocabulary skills they learned during the year. In comprehension, on the other hand, students showed more forgetting of skills. Again, the teacher decided to reassess the comprehension component of the program.

Are There Skills Not Taught in the Program?

There did not appear to be any skills not taught to a majority of the students aside from some higher-level comprehension skills. The lack of skill mastery by a number of students appeared to reflect their rate of progress rather than a program gap.

Are Patterns of Skill Acquisition Common Across Students?

The teacher compared in-class profiles of mainstreamed versus non-mainstreamed students to anwer this question. An initial examination showed that nine of the ten mainstreamed students had mastered all of the phonetic and structural analysis skills before entering the program. (Other records showed that Seth, the tenth student, had mastered structural analysis skills very quickly.) These students also showed very few problems with word recognition. It thus appeared that a sizeable group of the students required help mostly with word meaning and comprehension. The teacher felt that the program activities and diagnostic testing might be more efficiently designed to identify these students early and comprehensively address their needs.

Few students needed phonetic analysis help. This suggested a possible restructuring of the program to reduce a current emphasis on phonics.

Figure 1

STUDENT PROFILE

READING

PHONETIC ANALYSIS SKILL SURVEY

Student Name	Grade	Teacher	Date Tested
Mary Phillips	4	Rivers	9/17

	Code	Objectives	Item Set	Competency*	
CONSONANTS	A	Initial Consonant	5 /6**	+	
	B	Final Consonant	6 /6	+	
	C	Medial Consonant	6 /6	+	
	D	Initial Digraph	3 /3	+	
	E	Final Digraph	3 /3	+	
	F	Initial Blend	3 /3	+	
	G	Final Blend	2 /3	+*	
	H	Triple Blend	3 /3	+	
	I	Initial Silent Consonant	3 /3	+	
	J	Final Silent Consonant	3 /3	+	
VOWELS	K	Long Vowel	2 /3	+*	
	L	Short Vowel	3 /3	+	
	M	Y as Vowel	3 /3	+	
	N	Dipthong	3 /3	+	
	O	Silent Vowel	3 /3	+	
	P	Irregular Vowel	3 /3	+	
	Q	Consonant-Controlled Vowel	3 /3	+	
	R	Schwa Sounds	3 /3	+	

*Mastery based on further testing

[redacted]

*Competency Ratings	Number of Correct Answers		
Number of Correct Answers Possible	Competent (+)	Questionable Competence (o)	Not Competent (-)
6	5 to 6	4	0 to 3
3	3	2	0 to 1

Alaska Instructional Diagnostic System AIDS

** /6 Indicates the number of possible correct answers for the objective in a given Item Set.

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Figure 2

STUDENT PROFILE

READING

STRUCTURAL ANALYSIS SKILL SURVEY

Student Name	Grade	Teacher	Date Tested
Mary Phillips	4	Rivers	9/17

	Code	Objectives	Item Set No. (Circle One) I **	II	III	Competency *	
INDIVIDUAL WORD FORMS	A	Plurals	3 /6			+	
	B	Possessives	3 /3			+	
	C	3rd Person Singular	5 /6	3 /3		+	
	D	Past Tense	5 /6	3 /6		−	+
	E	Present Participles	1 /3	1 /3	/3	−	+
	F	Comparatives	1 /3	1 /3		−	+
	G	Superlatives	1 /3	1 /3		−	+
	H	Prefixes		1 /3	/6	−	+
	I	Suffixes		1 /3	/6	−	+
MULTIPLE WORD FORMS	J	Contractions		3 /3	/3	+	
	K	Compound Words		1 /3	/3	−	+
DIVISION OF WORDS	L	Syllabication		0 /3	/3	−	+

Note: Shaded areas indicate the objective is not included in the Item Set.

*Competency Ratings	Number of Correct Answers		
Number of Correct Answers Possible	Competent (+)	Questionable Competence (o)	Not Competent (−)
6	6	4 to 5	0 to 3
3	3	2	0 to 1

Alaska Instructional Diagnostic System AIDS

** /6 Indicates the number of possible correct answers for the objective in a given Item Set.

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Figure 3

STUDENT PROFILE

READING

VOCABULARY BUILDING SKILL SURVEY

Student Name	Grade	Teacher	Date Tested
Mary Phillips	4	Rivers	9/17

	Code	Objectives	Item Set No. (Circle One) I	II	III	Competency*	
WORD RECOGNITION	A	Basic Sight Words	5 /9**			−	+
	B	Irregular Verbs	2 /3	/3	/3	−*	+
	C	Irregular Plural Nouns	1 /3	/3	/3	−	+
	D	Irregular Comparisons	1 /3	/3	/3	−	
WORD MEANING	E	Synonyms	1 /3	/3	/3	−	+
	F	Antonyms	0 /3	/3	/3	−	
	G	Homographs	2 /3	/3	/3	−	+
	H	Homophones	0 /3	/3	/3	−	+
	I	Multiple Meanings	2 /3	/3	/3	−	+

NOTE: Shaded areas indicate the objective is not included in the Item Set.

*Mastery based on further testing

*Competency Ratings	Number of Correct Answers		
Number of Correct Answers Possible	Competent (+)	Questionable Competence (0)	Not Competent(−)
9	8 to 9	6 to 7	0 to 5
3	3	2	0 to 1

Alaska Instructional Diagnostic System AIDS

** /9 Indicates the number of possible correct answers for the objective in a given Item Set.

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Figure 4

STUDENT PROFILE
READING
COMPREHENSION SKILL SURVEY

Student Name	Grade	Teacher	Date Tested
Mary Phillips	4	Rivers	9/17

	Code	Objectives	Item Set No. (Circle One) I	II	III	IV	V	VI	Competency*	
LITERAL COMPREHENSION	A	Facts Stated	2 /4**	/3	/3	/3	/3	/2	—	+
	B	Facts Paraphrased	0 /4	/3	/3	/3	/3	/2	—	+
	C	Sequence	0 /4	/3	/3	/3	/3	/2	—	+
	D	Cause/Effect	0 /4	/4	/3	/3	/2	/2	—	+
INTERPRETIVE COMPREHENSION	E	Main Ideas/Subordinate Details	1 /3	/3	/3	/3	/3	/3	—	
	F	Conclusions/Supporting Facts	1 /3	/3	/3	/3	/3	/3	—	
EVALUATIVE COMPREHENSION										

* Competency Ratings

Number of Correct Answers Possible	Number of Correct Answers: Competent (+)	Questionable Competence (o)	Not Competent (–)
4	4	3	0 to 2
3	3	2	0 to 1
2	2	1	0

Alaska Instructional Diagnostic System — AIDS

** /4 Indicates the number of possible correct answers for the objective in a given Item Set.

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CLASS PROFILE
READING
PHONETIC ANALYSIS SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 9/17

STUDENT NAME	CONSONANTS										VOWELS							
	Initial Consonant	Final Consonant	Medial Consonant	Initial Digraph	Final Digraph	Initial Blend	Final Blend	Triple Blend	Initial Silent Consonant	Final Silent Consonant	Long Vowel	Short Vowel	Y as Vowel	Diphthong	Silent Vowel	Irregular Vowel	Consonant - Controlled Vowel	Schwa Sounds
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Mary	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Tom	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Pete	+	+	+	✓	+	✓	+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cindy	+	+	+	✓	+	+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Felipe	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Betty	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Iris	+	✓	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Roosevelt	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Janice	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Ben	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Adrian	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Seth	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Chris	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Alice	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Wanda	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Jeff	+	+	+	+	+	+	+	+	+	+	+	+	✓	✓	✓	✓	✓	✓
Vicky	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Sandra	+	+	+	+	+	+	+	+	+	+	+	+	+	+	✓	+	+	✓
Steve	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	✓	✓	✓

Figure 5
READING PHONETIC ANALYSIS SKILL SURVEY

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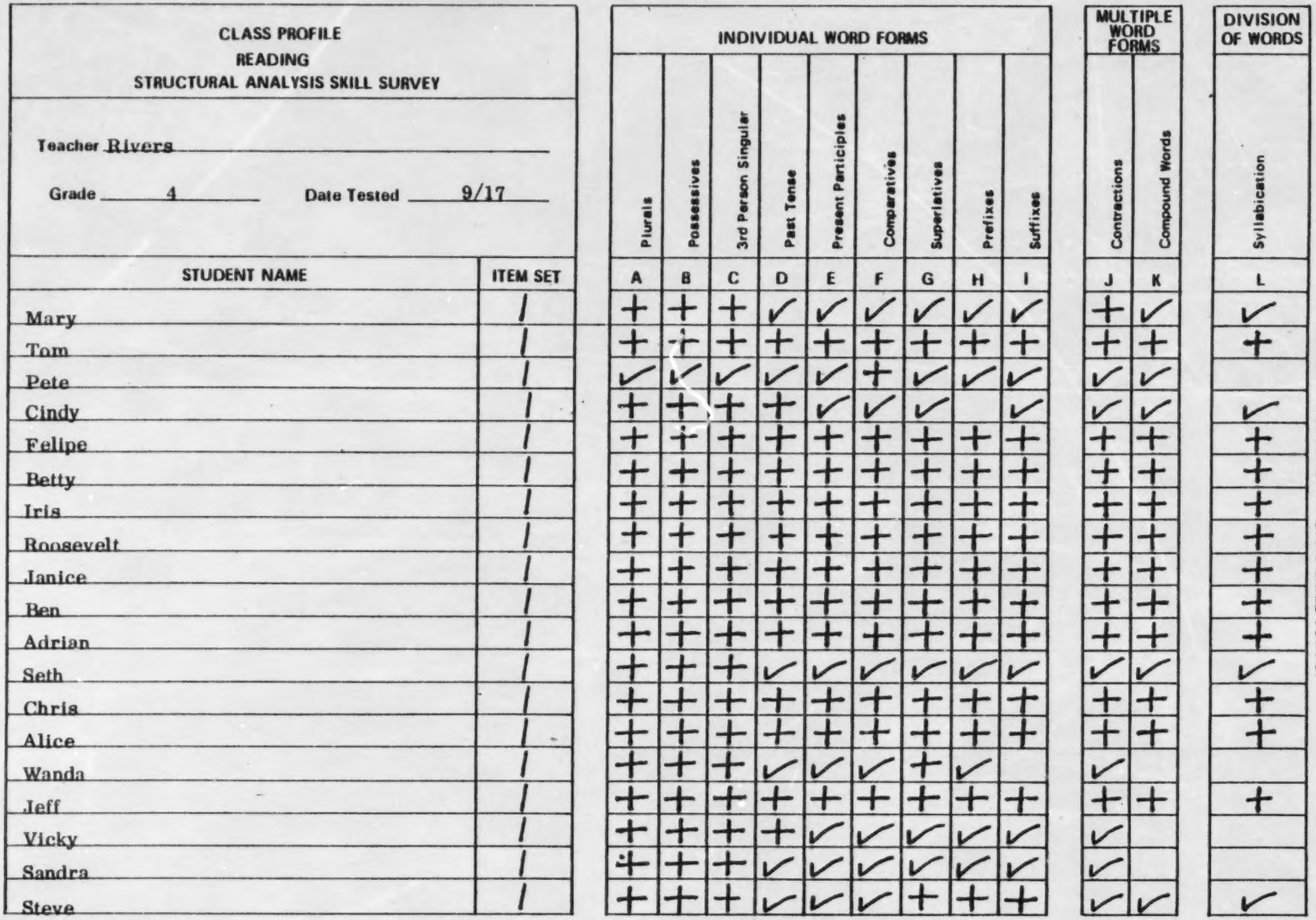
Alaska Instructional Diagnostic System AIDS



CLASS PROFILE
READING
STRUCTURAL ANALYSIS SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 9/17

STUDENT NAME	ITEM SET	INDIVIDUAL WORD FORMS									MULTIPLE WORD FORMS		DIVISION OF WORDS
		Plurals	Possessives	3rd Person Singular	Past Tense	Present Participles	Comparatives	Superlatives	Prefixes	Suffixes	Contractions	Compound Words	Syllabication
		A	B	C	D	E	F	G	H	I	J	K	L
Mary	/	+	+	+	✓	✓	✓	✓	✓	✓	+	✓	✓
Tom	/	+	+	+	+	+	+	+	+	+	+	+	+
Pete	/	✓	✓	✓	✓	✓	+	✓	✓	✓	✓	✓	
Cindy	/	+	+	+	+	✓	✓	✓		✓	✓	✓	✓
Felipe	/	+	+	+	+	+	+	+	+	+	+	+	+
Betty	/	+	+	+	+	+	+	+	+	+	+	+	+
Iris	/	+	+	+	+	+	+	+	+	+	+	+	+
Roosevelt	/	+	+	+	+	+	+	+	+	+	+	+	+
Janice	/	+	+	+	+	+	+	+	+	+	+	+	+
Ben	/	+	+	+	+	+	+	+	+	+	+	+	+
Adrian	/	+	+	+	+	+	+	+	+	+	+	+	+
Seth	/	+	+	+	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chris	/	+	+	+	+	+	+	+	+	+	+	+	+
Alice	/	+	+	+	+	+	+	+	+	+	+	+	+
Wanda	/	+	+	+	✓	✓	✓	+	✓		✓		
Jeff	/	+	+	+	+	+	+	+	+	+	+	+	+
Vicky	/	+	+	+	+	✓	✓	✓	✓	✓	✓		
Sandra	/	+	+	+	✓	✓	✓	✓	✓	✓	✓		
Steve	/	+	+	+	✓	✓	✓	+	+	+	✓	✓	✓

Figure 6
READING STRUCTURAL ANALYSIS SKILL SURVEY

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CLASS PROFILE
READING
VOCABULARY BUILDING SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 9/17

STUDENT NAME	ITEM SET	WORD RECOGNITION				WORD MEANING				
		Basic Sight Words	Irregular Verbs	Irregular Plural Nouns	Irregular Comparisons	Synonyms	Antonyms	Homographs	Homophones	Multiple Meanings
		A	B	C	D	E	F	G	H	I
Mary		✓	✓	✓		✓		✓	✓	✓
Tom		+	+	+	+	+	+	✓	✓	✓
Pete		✓	✓	✓	+	✓	+	✓	+	+
Cindy		✓	✓	+	+	✓	+	+	✓	✓
Felipe		+	+	+	+	+	+	+	+	✓
Betty		+	+	+	+	+	+	+	+	✓
Iris		+	+	✓	✓	✓	✓	✓	✓	✓
Roosevelt		+	+	+	+	+	+	+	+	✓
Janice		+	+	+	+	✓	✓	✓	✓	✓
Ben		+	+	+	+	+	✓	✓	+	✓
Adrian		+	+	+	+	+	+	+	+	+
Seth		+	+	+	✓	✓	✓	✓	✓	✓
Chris		+	+	+	+	✓	✓	✓	✓	✓
Alice		+	+	+	+	✓	✓	✓	✓	✓
Wanda		✓	✓	✓	+	✓	✓	✓	✓	✓
Jeff		+	+	+	+	✓	✓	✓	✓	✓
Vicky		✓	✓	✓	✓	✓	✓			✓
Sandra		+	✓	+	✓		✓		✓	✓
Steve		✓	✓	+	✓		✓		✓	✓

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Alaska Instructional Diagnostic System AIDS

Figure 7
READING VOCABULARY BUILDING SKILL SURVEY

CLASS PROFILE
READING
COMPREHENSION SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 9/17

STUDENT NAME	ITEM SET	LITERAL COMPREHENSION					INTERPRETIVE COMPREHENSION		
		A Facts Stated	B Facts Paraphrased	C Sequence		F Cause/Effect	I Main Ideas/Subordinate Details	J Conclusions/Supporting Facts	
Mary		✓	✓	✓		✓			
Tom		✓	✓	✓		✓	✓	✓	
Pete		✓							
Cindy		+	✓	✓					
Felipe		✓	✓	✓		✓	✓	✓	
Betty		✓	✓	✓		✓	✓	✓	
Iris		✓							
Roosevelt		✓	✓	✓		✓	✓	✓	
Janice		✓	✓	✓		✓	✓	✓	
Ben		✓							
Adrian		✓	+	+		✓	✓	✓	
Seth		✓	✓	✓		✓	✓	✓	
Chris		+	✓	✓		✓	✓	✓	
Alice		✓	✓	✓		✓	✓	✓	
Wanda		✓	✓	✓					
Jeff		✓	✓	✓		✓	✓	✓	
Vicky		✓							
Sandra		✓							
Steve		✓							

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Figure 8
READING COMPREHENSION SKILL SURVEY

CLASS PROFILE
READING
PHONETIC ANALYSIS SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 5/22

STUDENT NAME	CONSONANTS										VOWELS							
	Initial Consonant	Final Consonant	Medial Consonant	Initial Digraph	Final Digraph	Initial Blend	Final Blend	Triple Blend	Initial Silent Consonant	Final Silent Consonant	Long Vowel	Short Vowel	Y as Vowel	Dipthong	Silent Vowel	Irregular Vowel	Consonant-Controlled Vowel	Schwa Sounds
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Mary	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Tom	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Pete	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Cindy	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Felipe	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Betty	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Iris	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Roosevelt	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Janice	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Ben	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Adrian	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Seth	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Chris	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Alice	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Wanda	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Jeff	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Vicky	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Sandra	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Steve	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

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Alaska Instructional Diagnostic System AIDS

Figure 9
READING PHONETIC ANALYSIS SKILL SURVEY

CLASS PROFILE
READING
STRUCTURAL ANALYSIS SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 5/22

STUDENT NAME	ITEM SET	INDIVIDUAL WORD FORMS									MULTIPLE WORD FORMS		DIVISION OF WORDS
		Plurals	Possessives	3rd Person Singular	Past Tense	Present Participles	Comparatives	Superlatives	Prefixes	Suffixes	Contractions	Compound Words	Syllabication
		A	B	C	D	E	F	G	H	I	J	K	L
Mary		+	+	+	+	+	+	+	+	+	+	+	+
Tom		+	+	+	+	+	+	+	+	+	+	+	
Pete		+	+	+	+	+	+	+	+	+	+	+	+
Cindy		+	+	+	+	+	+	+	+	+	+	+	+
Felipe		+	+	+	+	+	+	+	+	+	+	+	+
Betty		+	+	+	+	+	+	+	+	+	+	+	+
Iris		+	+	+	+	+	+	+	+	+	+	+	
Roosevelt		+	+	+	+	+	+	+	+	+	+	+	+
Janice		+	+	+	+	+	+	+	+	+	+	+	+
Ben		+	+	+	+	+	+	+	+	+	+	+	+
Adrian		+	+	+	+	+	+	+	+	+	+	+	+
Seth		+	+	+	+	+	+	+	+	+	+	+	+
Chris		+	+	+	+	+	+	+	+	+	+	+	+
Alice		+	+	+	+	+	+	+	+	+	+	+	+
Wanda		+	+	+	+	+	+	+	+	+	+		
Jeff		+	+	+	+	+	+	+	+		+	+	+
Vicky		+	+	+	+	+	+	+	+	+			
Sandra		+	+	+	+	+	+	+	+	+			
Steve		+	+	+	+	+	+	+	+	+	+	+	+

Figure 10
READING STRUCTURAL ANALYSIS SKILL SURVEY

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CLASS PROFILE
READING
VOCABULARY BUILDING SKILL SURVEY

Teacher Rivers

Grade 4 Date T. sted 5/22

STUDENT NAME	ITEM SET	WORD RECOGNITION				WORD MEANING				
		Basic Sight Words	Irregular Verbs	Irregular Plural Nouns	Irregular Comparisons	Synonyms	Antonyms	Homographs	Homophones	Multiple Meanings
		A	B	C	D	E	F	G	H	I
Mary		+	+	+		+		+	+	+
Tom		+	+	+	+	+	+	+	+	+
Pete		+	+	+	+	+	+	+	+	+
Cindy		+	+	+	+	+	+	+	+	+
Felipe		+	+	+	+	+	+	+	+	+
Betty		+	+	+	+	+	+	+	+	+
Iris		+	+	+	+	+	+	+	+	+
Roosevelt		+	+	+	+	+	+	+	+	+
Janice		+	+	+	+	+	+	+	+	+
Ben		+	+	+	+	+	+	+	+	+
Adrian		+	+	+	+	+	+	+	+	+
Seth		+	+	+	+	+	+	+	+	+
Chris		+	+	+	+	+	+	+	+	+
Alice		+	+	+	+	+	+	+	+	+
Wanda		+	+	+	+	+	+	+	+	+
Jeff		+	+	+	+	+	+	+	+	+
Vicky		+	+	+	+	+	+	+	+	+
Sandra		+	+	+	+		+			+
Steve		+	+	+	+		+			

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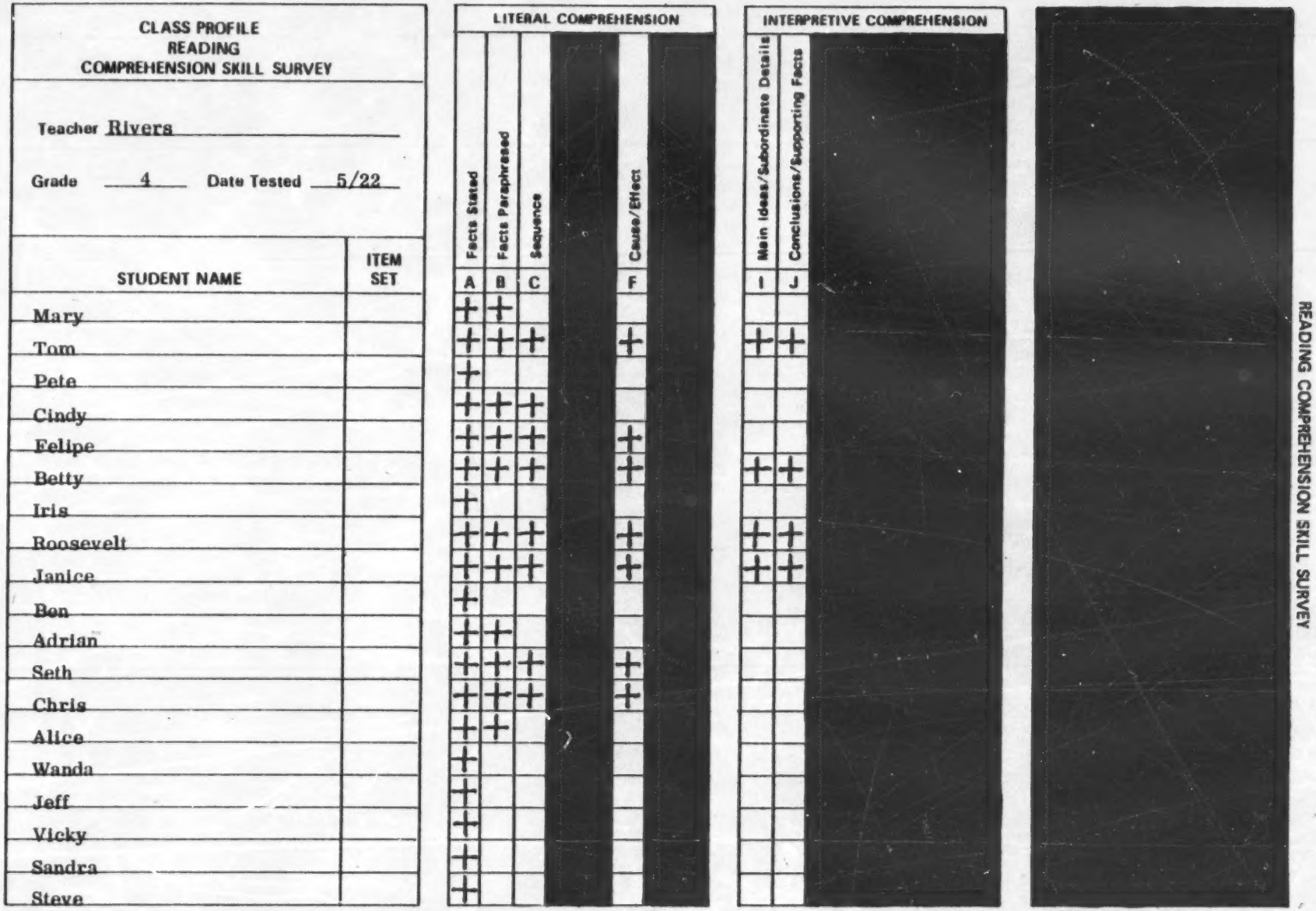
Alaska Instructional Diagnostic System AIDS

Figure 11
READING VOCABULARY BUILDING SKILL SURVEY



CLASS PROFILE
READING
COMPREHENSION SKILL SURVEY

Teacher Rivers

Grade 4 Date Tested 5/22

STUDENT NAME	ITEM SET	LITERAL COMPREHENSION						INTERPRETIVE COMPREHENSION			
		Facts Stated	Facts Paraphrased	Sequence		Cause/Effect		Main Ideas/Subordinate Details	Conclusions/Supporting Facts		
		A	B	C		F		I	J		
Mary		+	+								
Tom		+	+	+		+		+	+		
Pete		+									
Cindy		+	+	+							
Felipe		+	+	+		+					
Betty		+	+	+		+		+	+		
Iris		+									
Roosevelt		+	+	+		+		+	+		
Janice		+	+	+		+		+	+		
Ben		+									
Adrian		+	+								
Seth		+	+	+		+					
Chris		+	+	+		+					
Alice		+	+								
Wanda		+									
Jeff		+									
Vicky		+									
Sandra		+									
Steve		+									

Figure 12
READING COMPREHENSION SKILL SURVEY

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Appendix B

Year _____
Program _____
Teachers _____

Grade of Title I Student	Number Served	Number Main-streamed	Number re-referred within 1st year	Number re-referred within 2nd year	Number re-referred within 3rd year	Reasons for re-referrals (tally the number of times each cause is mentioned
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

APPENDIX C

Sample Teacher Time Categorization Schemes

A	B	C
Administration and Planning	Planning Record Keeping School Wide Duties	Planning Future Activities Planning with Other Staff Planning Student/Parent Conferences Developing New Activities Record Keeping School Wide Duties General Administrative Duties
Student Selection	Final Selection Responding to Teacher Referral	Ranking Students Contacting Parents/Students Contacting Teachers
Diagnosis	Testing Observation	Testing Scoring Tests Observation Record Keeping Discussion with Others Writing Instructional Plans
Teaching	Teaching Individuals Teaching Groups Correcting Assignments	Teaching Individuals Small Group Instruction Large Group Instruction Correcting Assignments Monitoring Students Talking with Students
Assessment	Student Skill Evaluation Program Evaluation	Testing Recording Student Profiles Data Analysis Report Writing

APPENDIX D

Sample Student Time Categorization Schemes

A	B	C
Working Alone	Working on Assigned Tasks Working on Optional Tasks	Reading Assigned Materials Working in Workbooks Working on Optional Task Free Reading Time Writing Playing Instructional Games
Working with Small Group	Planning for Assignments Working on Assigned Tasks Working on Optional Tasks	Working with Flash Cards Discussing What Is Read Planning Group Presentation Reading Aloud
Working with Instructor	Remedial Work Completing Assigned Activity Receiving New Assignments	Working with Flash Cards Reading Aloud Discussing Book Discussing Writing Receiving Assignments Asking Questions About Assignments
Testing	Mastery Test Survey Test	Mastery Test Survey Test Diagnostic Test
Not Attending	Not Paying Attention Disrupting Others	Doing Non-Assigned Work Daydreaming Talking with Others Bothering Others

APPENDIX E

Name _____

Week beginning _____

Sample Daily Instructor Time Report Form

	Mon	Tues	Wed	Thur	Fri
Developing/Planning Projects Administration					
Survey Testing					
Mastery Testing					
Developing/Planning Projects					
Giving Assignments					
Correcting Assignments					
Monitoring Students					
Talking with Students					
Talking with Parents					
Talking with Aide					

Instructions: During the third week of each month, all time spent in the above categories will be recorded on this form. This form will be given to the Title I director on Monday of the fourth week.

APPENDIX F

Name _____

Week beginning _____

Sample Observational Form and Schedule—Type I

	Mon 10:30-11:00	Tues 9:30-10:00	Wed 2:00-2:30	Thur 1:00-1:30	Fri 10:00-10:30
Administrative Duties					
Testing					
Planning					
Giving Assignments					
Correcting Assignments					
Monitoring Students					
Tutoring					
Working with Small Groups					
Working with Entire Class					

Instructions: Record the amount of time spent in each category in the proper box. The form may be used by an observer or as a self-report form.

Sample Observational Form--Type II

Teacher _____

Date _____

Time from ____ : ____ to ____ : ____

ADM																								
PLN																								
TST																								
GVA																								
CAS																								
MOS																								
TUT																								
WSG																								
WLG																								
MSC																								

Key:

ADM = Administrative Duties
PLN = Planning
TST = Testing
GVA = Give Assignments
CAS = Correct Assignments
MOS = Monitor Students
TUT = Tutoring
WSG = Working with Small Groups
WLG = Working with Large Groups
MSC = Miscellaneous Activities

Instructions:

A time line can be kept of the activities which occur during a specified period of time (e.g., 20 minutes) by recording the event(s) which occur in the order. The cells which are filled out above indicate that the instructor assigned work to the students, tutored an individual student and then worked with a small group of students. The miscellaneous activity category was coded due to an announcement from the principal over the school PA system. Particular student behaviors could be added to this scheme although it would be unwise to have more than a dozen categories to be recorded. This system would not work as a self-report system.

Appendix G

Instructional Activities Checklist

	Phonics Cards	Phonics Game	Vowel Game	Word Cards	Sentence Games	Syllable Cards	Vocabulary Exercise	Comprehension Activities Sequence	What, When, Where, Why	Paraphrase	Inference
Alice											
Bob											
Carl											
Diane											
Earl											
Fred											
Greg											
Henry											
Ida											
Jean											
Ken											